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ABSTRACT

New Mexico's State plan for the education of homeless children and youth is submitted in compliance with Title VII-B of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of 10 sections and five appendices. Section 1 states that the State Department of Education (SDE) is responsible for the administration of the McKinney Act programs and activities. Section 2 provides an overview of the McKinney Act, including definitions of a homeless individual. Section 3 reports on required information addressed in the State plan. Section 4 summarizes State data collection and survey results. Section 5 presents conclusions based on results of the State survey. Section 6 describes program goals pertaining to statutory issues, administrative goals, and technical assistance. Section 7 outlines activities, responsible agencies, and timelines related to the accomplishment of 12 objectives for homeless education. Section 8 discusses schedules and dissemination of notice for statewide public hearings. Section 9 describes State plans for evaluation of program effectiveness. Section 10 indicates SDE responsibility for records and information. The appendices include the following materials: (1) a status report on homeless children and youth; (2) agendas for the Advisory Committee; (3) hearings on the State plan; (4) a copy of the public input form; and (5) a reprint of Title VII-B of the McKinney Act. (AF)

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STATE OF NEW MEXICO
STATE PLAN
EDUCATION OF HOMELESS CHILDREN AND YOUTH

STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT
Public Law 100-77, Title VII-B

FISCAL YEAR 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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NEW MEXICO STATE PLAN
THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

In compliance with Title VII-B of the Stewart B. McKinney Homeless Assistance Act of 1987, Public Law 100-77, hereafter referred to as the Stewart B. McKinney Act, the State of New Mexico submits the following application for funds:

I. ADMINISTRATION

The New Mexico State Department of Education (SDE) will be responsible for the administration and supervision of programs and activities assisted under the Stewart B. McKinney Act.

II. OVERVIEW OF STEWART B. MCKINNEY ACT

Under the Stewart B. McKinney Act, it was the intent of Congress that -

> "Each State educational agency assures that each child of a homeless individual and each homeless youth have access to a free, appropriate public education consistent with the State school attendance laws; and
>
> In any State that has a residency requirement as a component of its compulsory school attendance laws, the State reviews and undertakes steps to revise such laws to assure that the children of homeless individuals and homeless youth are afforded a free and appropriate public education."

As defined in the Act, a homeless individual is one who:

A. Lacks a fixed, regular, and adequate residence or
B. Has a primary nighttime residence that is:
   1. A supervised publicly or privately operated shelter designed to provide temporary living accommodations.
   2. An institution that provides a temporary residence for individuals institutionalize. (Prison Inmates are not included.)
   3. A public or private place not designed for, or ordinarily used as, accommodations for human beings.

This definition has been further clarified by the U.S. Department of Education to include families who are doubling up for economic reasons. These families, without the support of friends and relatives, would become the visible, instead of the hidden homeless. The definition also includes families or youth residing or sleeping in places which lack even the fundamental necessities of running water, heat, electricity, and sanitation facilities.

Further, the definition includes young persons who are no longer living with their families (i.e. throwaways or runaways), but are living with friends or relatives for an indefinite period of time without provisions for guardianship or legal custody. Homeless youth are also those young people found in public or private youth shelters.

III. REQUIRED INFORMATION

The State Plan includes the information required in Public Law 100-77, Sec. 722(e) and in the "Application for State Grants for the Education of Homeless Children and Youth Under the Stewart B. McKinney Homeless Assistance Act." The following components are addressed in the State Plan:

A. Authorization to the SEA, LEA, the parent or guardian of the homeless child, the homeless youth, or applicable social worker to make determinations required under Section 722(e) of the Act.

B. Procedures for the resolution of disputes regarding the educational placement of homeless children and youth.

C. Assurance that, to the extent practical, the LEAs within the State will comply with the following:

1. The LEA must continue the homeless child's or youth's education in the school district of origin for the remainder of the year, or enroll the child or youth in the district in which he or she is actually living, whichever is in the child's or youth's best interest.

2. The choice regarding placement shall be made regardless of whether the child or youth is living with the homeless parents or has been temporarily placed elsewhere by the parents.

3. The LEA must provide to the homeless child or youth services comparable to services offered to other students in the school selected.

4. The LEA must maintain appropriate school records of each homeless child or youth.

IV. SURVEY RESULTS

As mandated in Stewart B. McKinney Act, one of the functions of the Office of the Coordinator for the Education of Homeless Children and Youth established in each State shall be -

> "To gather data on the number and location of homeless children and youth in the State, and such data gathering shall include the nature and extent of problems of access to, and placement of, homeless children and youth in elementary and secondary schools, and the difficulties in identifying the special needs of such children."

Pursuant to this mandate, the SDE developed, disseminated, gathered, and compiled information concerning the education of homeless children and youth. The survey results were compiled from information provided by public and private agencies and school districts. The predominant source of information was the public schools. This information was gathered from and verified by a number of sources from within and outside the schools.

The results were reported in "A Status Report on the Education of Homeless Children and Youth in New Mexico." For a detailed presentation of the results, see Appendix A. The report was disseminated to all school districts and service providers in the State of New Mexico.

V. CONCLUSIONS

The results of the Department's survey are a testament to the severity and scope of the problem of homeless children and youth in New Mexico. Homeless children and youth exist in most regions of the state, including urban and rural communities. The Department has identified significant numbers in all age populations from preschoolers to secondary-age students.

In the survey results and in the Department's inquiries into the status of the education of homeless children and youth, three dominant problem areas have emerged: 1) the education of homeless youth who are not living with their families (i.e. throwaways, runaways, or displaced youth); 2) the number of preschool children (i.e. 0 - 4 years old); 3) the rural context and dimensions of the problem.

While the overall percentage of homeless children and youth within the State of New Mexico is 2.37%, the percentage of high school-age homeless youth is 4.0%. Albuquerque Public Schoools alone estimate that 1200 students have left familial residences and are presently living in crash pads, abandoned housing, culverts, or on the streets. Las Cruces reported 247 secondary-age homeless students. Unless the educational needs of the state's homeless youth are met effectively and in a timely manner, a significant portion of the State's homless youth will become the next generation of poorly-educated and potentially homeless adults.

The number of preschool children identified in the survey was 1,062. This unserved population impacts upon the state's educational system in two ways. First, because of child care responsibilities, many school age children are not attending school or are attending school sporadically. The school-age children are oftentimes left to care for younger siblings while the parent seeks shelter, food, or employment. Second, the educational and developmental deprivation experienced by these children in their early childhood years will affect their future school experiences and successes. Among the most critical results of homelessness on young children are developmental delays, developmental regressions, and dysfunctional social behavior. The data-gathering results point to the critical need for this issue to be addressed.

As indicated in the survey and in State Department meetings in rural areas, homeless children and youth are present in most communities in New Mexico. Rural homeless families may not be in shelters, but are "doubling up" with friends or relatives. These families may also be living in shacks which lack the fundamental necessities of heat, electricity, sanitation, and water. Further, rural homeless youth are living temporarily with friends or relatives.

While not visible, these homeless families and youth constitute the hidden homeless of New Mexico. Although homelessness exists in the state's rural communities, services (including educational ones) are limited because resources are generally allocated on funding formulas based upon population densities. Rural homeless children and youth experience many of the same educational problems as their urban counterparts.

VI. PROGRAM GOALS

In response to the results and conclusions of the initial data-gathering, the New Mexico State Department of Education has formulated three major goals for the State Plan: 1) statutory issues; 2) administrative goals; 3) technical assistance. Each goal is delineated in the "Plan of Action" which follows.

Statutory Issues

The SDE staff will study and, if necessary, draft policy statements concerning the education of homeless children and youth in New Mexico. These statements will address all statutory and policy barriers which homeless students encounter in receiving a free and appropriate education including procedures for the resolution of disputes regarding the educational placement of homeless children and youth, guardianship issues, enrollment issues involving homeless youth, immunization issues, and compliance procedures for these established policies. It is the intent of the New Mexico State Department of Education to address these issues in a comprehensive manner which will promote understanding and cooperation. Procedures for the implementation of a comprehensive policy for the education of homeless children and youth will include research of all pertinent issues, review by impacted agencies, service providers, and LEAs. The State Department of Education staff will present all

proposed policies to the State Board of Education for adoption by June 30, 1990.

Administrative Goals

Any activities undertaken by the State Department of Education under the auspices of this plan will promote and encourage the development and implementation of services for homeless children and youth. The ultimate intent of this plan is to realize direct and tangible educational support for these children and youth. While no flow-through funds have been apportioned by Congress as of this writing, the New Mexico State Department of Education will continue to seek funding for LEA programs in various forms, such as future federal funding for exemplary educational programs and state pilot project grants. The administrative goals of this plan, therefore, are to take all necessary steps to ensure access to any future funding sources.

Technical Assistance

Because of limited resources and the need to deliver integrated services to homeless families, children, and youth, all governmental agencies should coordinate and cooperate in their efforts to serve this population. To this end, the activities undertaken by the State Department of Education in the area of technical assistance will focus on state and local efforts to coordinate existing services. In addition, the State Department of Education will promote the development of model programs which identify and coordinate services.

VII. PLAN OF ACTION

OBJECTIVES	ACTIVITIES	RESPONSIBLE AGENCY	TIMELINE
STATUTORY & POLICY ISSUES:			
1. To formulate a policy handbook which includes all statutory and policy issues related to the education of homeless children and youth.	1.a. To research & review all laws & policies which may impact on the education of homeless children & youth.	SDE	12/89
	1.b. To determine if conflicts exist between state & federal law & between state policy & federal law.	SDE	1/90
	1.c. To formulate, if necessary, changes to state policy or law, if such policies or laws impede access to a free & appropriate education for homeless children and youth.	SDE	2/90
	1.d. To create a review process in which LEAs, impacted agencies, SDE Legal Services, & all interested parties can participate.	SDE	2/90
	1.e. To revise, if necessary, changes to the state policy or law.	SDE	3/90
	1.f. To create an internal review process in which the SDE can participate.	SDE	4/90
	1.g. To finalize, if necessary, changes to state policy or law.	SDE	4/90
	1.h. To present, if necessary, changes to state policy or law to the State Board of Education (SBE).	SDE	5/90
	1.i. To adopt or to recommend, if necessary, changes to state policy or to state law.	SBE	5/90
	1.j. To disseminate comprehensive policy handbook concerning laws, policies, and or procedures which impact the education of homeless children and youth.	SDE	6/90

OBJECTIVES	ACTIVITIES	RESPONSIBLE AGENCY	TIMELINE
2. To provide procedures for the resolution of disputes regarding the educational placement of homeless children & youth.	2.a. To review current procedures for the resolution of educational disputes.	SDE	12/89
	2.b. To formulate, if necessary, procedures for the resolution of disputes concerning the educational placement of homeless children & youth.	SDE	2/90
	2.c. To incorporate findings into the policy handbook to be completed in Objective #1.	SDE	4/90
3. To study the problem of enrollment for runaway & displaced youth (Issue can deter school attendance.)	3.a. To review enrollment procedures & relevant state statutes.	SDE	12/89
	3.b. To gather information on enrollment-related problems.	SDE	2/90
	3.c. To formulate alternative recommendations to the problem (e.g. self-enrollment of high school students).	SDE	3/90
	3.d. To incorporate findings into the policy handbook to be completed in Objective #1.	SDE	4/90
4. To study the problem of over immunization & immunization of transient homeless youth (Issue can deter school attendance).	4.a. To review immunization requirements for enrollment in school.	SDE	12/89
	4.b. To gather information on immunization-related issues for homeless children.	SDE	2/90
	4.c. To formulate alternative recommendations to the problem.	SDE	3/90
	4.d. To incorporate findings into the policy handbook to be completed in Objective #1.	SDE	4/90
ADMINISTRATIVE:			
1. To administer all activities related to the education of homeless children & youth.	1.a. To complete all applications, reports, etc. in a timely manner.	SDE	ON-GOING
	1.b. To respond to all requests for information in a timely manner.	SDE	ON-GOING

OBJECTIVES	ACTIVITIES	RESPONSIBLE AGENCY	TIMELINE
	1.c. To expend federal funds in accordance with all governing statues, rules, and regulations.	SDE	ON-GOING
	1.d. To expend federal funds in a timely manner to ensure their efffective & expeditious use.	SDE	ON-GOING
2. To promote cooperation among impacted state agencies.	2.a. To participate in all meeting of the New Mexico Interagency Task Force on the Homeless.	SDE	ON-GOING
	2.b. To share information with all impacted state agencies.		ON-GOING
3. To continue to gather information on the number & location of homeless children & youth.	3.a. To determine: (1) nature of information to be collected; (2) data-collection methods; (3) needed personnel; (4) necessary resources; (5) time parameters.	SDE	5/89
	3.b. To formulate an RFP (Request for Proposals) with project particulars.	SDE	6/89
	3.c. To disseminate RFPs.	SDE	7/89
	3.d. To review proposals.	SDE	8/89
	3.e. To award project funds.	SDE	9/89
	3.f. To report findings to SDE.	Contractor	11/89
	3.g. To report findings to USDE.	SDE	12/89
4. To develop a plan to apply for exemplary/dissemination funds available through Stewart B. McKinney Act.	4.a. To review Student Initiative Model Programs (See Objective #5 under Technical Assistance).	SDE	CONTINGENT UPON AVAILABILITY OF FUNDS
	4.b. To formulate plans to apply for exemplary/ dissemination funds available through Stewart B. McKinney Act.	SDE	
	4.c. To write & submit applications for funds.	SDE	

OBJECTIVES	ACTIVITIES	RESPONSIBLE AGENCY	TIMELINE
TECHNICAL ASSISTANCE:			
1. To provide consultations to LEAs & impacted agencies.	1.a. To provide opportunities for consulatation to LEAs by conducting public hearings & on-site visitations.	SDE	ON-GOING
	1.b. To provide opportunities for consultation to impacted agencies & service providers by attending agency meetings & on-site visitations.	SDE	ON-GOING
2. To promote cooperation between Service Providers and LEAs.	2.a. To assemble & disseminate information in the form of a county resource manual. The manual will provide the names of all services available to homeless families, children & youth within each of New Mexico's 88 school districts.	SDE	5/89
	2.b. To provide a channel of communication between service providers & LEAs, if necessary.	SDE	ON-GOING
	2.c. To organize an advisory committee for the education of homeless children & youth.	SDE	ON-GOING
	2.d. To facilitate meetings of the advisory committee to review the activities of the Office of the Coordinator.	SDE	ON-GOING
3. To disseminate information which would heighten the sensitivity to the educational problems experienced by homeless children & youth.	3a. To cosponsor an informational conference on the education of homeless children and youth.	SDE	10/89
	3.b. To disseminate any information relevant to New Mexico concerning the education of homeless children & youth.	SDE	ON-GOING

OBJECTIVES	ACTIVITIES	RESPONSIBLE AGENCY	TIMELINE
4. To initiate a grant program, "Student Initiative Models"	4.a. To provide LEAs with the opportunity: (1) to analyze coordination efforts within the district; (2) to identify important points of contact; (3) to develop methods of tracking homeless students; (4) to develop service components for the education of homeless children and youth; (5) to address issues related to New Mexico's unique populations.	SDE	6/89
	4.b. To develop selection criteria for grants.	SDE	6/89
	4.c. To develop and disseminate RFP.	SDE	7/89
	4.d. To review submitted RFPs.	SDE	8/89
	4.e. To award Student Initiative Model grants.	SDE	9/89

VIII. PUBLIC NOTICE & DISSEMINATION

A schedule of public hearings was sent to all school districts, impacted governmental agencies, service providers, and other interested parties. On February 22, 1989, three hundred and twenty-five (325) letters were sent announcing the public hearings. See Appendix C for a schedule of meetings. Further, public service announcements were placed in the Albuquerque Tribune, the Albuquerque Journal, the Las Cruces - Sun News, the Gallup Independent, and the Hobbs Daily News - Sun. The public service announcements are on file in the New Federal Programs Unit, New Mexico State Department of Education.

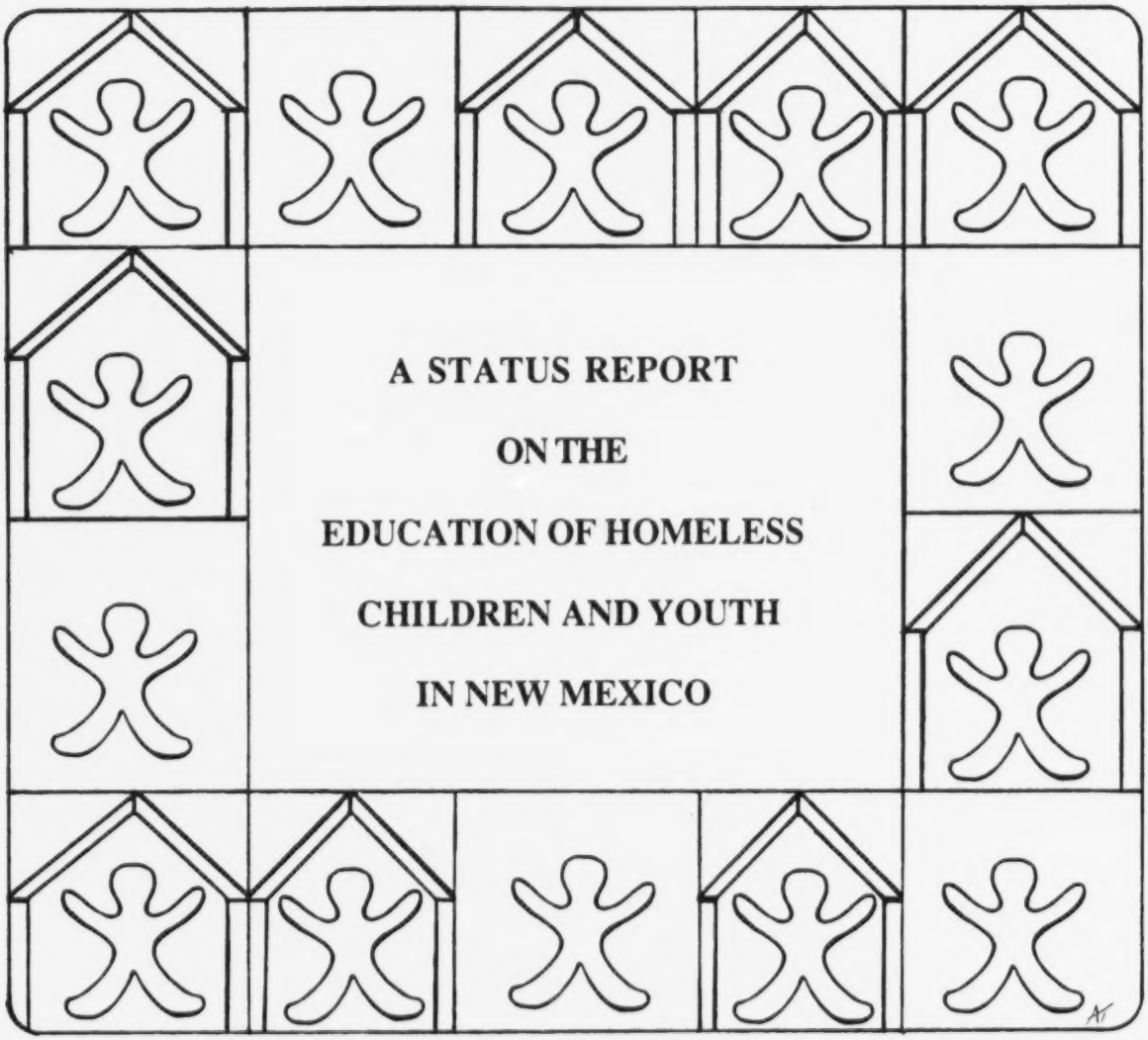
During the advertised public meetings, the SDE staff will present the State Plan for Education of Homeless Children and Youth. Two documents will be disseminated at these public meetings: 1) Status Report on the Education of Homeless Children and Youth (see Appendix A); 2) the State Plan. In addition, the public in attendance will be provided with a "Public Input Form" in order that the State Department of Education can receive and record comments concerning the State Plan. See Appendix D for a copy of the public input form.

IX. EVALUATION

The SDE staff will annually evaluate the effectiveness of the activities under the Education of Homeless Children and Youth program. The evaluation design will be based upon the successful completion of all activities delineated in the Plan of Action. The State Department will develop a narrative evaluation to provide information concerning all program components.

X. RECORDS AND INFORMATION

The SDE will keep such records and provide such information to the Secretary as may be required for fiscal audit and program evaluation consistent with the responsibilities of the Secretary under the Stewart B. McKinney Act.



A STATUS REPORT ON THE EDUCATION OF HOMELESS CHILDREN AND YOUTH IN NEW MEXICO

New Mexico State Department of Education

January, 1989

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INTRODUCTION

Homelessness is a broad-based issue which impacts housing, food, shelter, healthcare, and education. Acknowledging the gravity and relevance of this issue specifically to education, the New Mexico State Department of Education has begun to address the educational needs of homeless children and youth by establishing the Office for the Education of Homeless Children and Youth. The Department's efforts have focused on the collection of information concerning the homeless children and youth population for the purpose of establishing baseline data for the development of the New Mexico State Plan on the Education of Homeless Children and Youth.

Organization of Report

This report seeks to give general and specific information regarding the issue of the education of homeless children and youth. A brief overview, which includes national and state perspectives, is provided. In addition, the report presents a synopsis of information pertaining to the Stewart B. McKinney Homeless Assistance Act, P.L. 100-77. This act provided for the initial funding for the activities of the Education Consultant for Homeless Children and Youth.

To compliment the general information, specific information concerning this issue is provided as well. A dearth of information regarding the number and nature of homeless children and youth in New Mexico was found. To meet the state's primary informational needs, the Department devised a data collection instrument which solicited information from a variety of sources including public and private agencies, service providers, and school districts.

Three sections of this report focus on the survey and the results. The section entitled "Methodology" explains the data collection procedures which include: the development of the survey; the time parameters; the distribution of the instrument; the number and characteristics of the survey respondents; and the difficulties encountered in identifying the needs of homeless children and youth.

The results of the survey are reported in the form of tables and accompanied by narrative statements. Fourteen tables under the section entitled "Results" contain an aggregate of the data collected, as well as a brief description of the findings.

The final section of the report entitled "Conclusions and Recommendations" summarizes the salient aspects of the report which includes the validity of the figures presented. The recommendations are divided into two areas. The first area of recommendations focuses on the survey process itself - how it can be refined and improved. The second area of recommendations focuses on the Department's continued efforts and activities in responding to the educational needs of homeless children and youth in New Mexico.

A National Perspective

America has a new reality which contradicts one of its long-held beliefs. As a society, we believed that the homeless, whether by adverse circumstances or choice, were mostly solitary men without families. We believed that most American families, regardless of their economic status, had a roof over their heads. The old reality, however, is simply not true. The new reality in 1989 is that a significant portion of the nation's homeless are families. The face of homelessness has changed. What was once the sole province of hobos, achoholics, and the mentally ill, is increasingly becoming the domain of families.

While information concerning this phenomenon is scarce, there is a growing body of data that supports this new reality. In a 1987 survey conducted by the U.S. Conference of Mayors, it was reported that the number of families requesting emergency shelter during 1986 had increased by thirty-one percent (31%). The study further indicated that forty percent (40%) of the homeless are families.

The reasons for families becoming homeless vary and are often attributed to economic factors (i.e. scarcity of affordable housing, inadequacy of public assistance, a lack of jobs, or a lack of a familial support systems). Families become homeless because they are poor, and not because they are substance abusers or mentally-ill, as often believed. According to Kay McChesney (1987), Director of the Homeless Families Project in Los Angeles, "homeless families can be grouped into four categories. These categories include unemployed couples, mothers with children who are leaving abusive relationships, AFDC (Aid to Families with Dependent Children) mothers who must choose between paying the rent and feeding their children, and mothers who were throwaway or runaway youth."

As may be surmised, young persons (runaways and throwaways) are a significant group in this growing new reality of the homeless. The number of homeless youth, "runaways" and "throwaways", is rapidly increasing. According to June Bucy, Executive Director of the National Network of Runaway and Youth Services, "Homeless youth are those children who have no family to which they may return." Seventy percent (70%) of homeless youth which are seen in shelters come from abusive homes. Many homeless youth are not fortunate enough even to enter shelters, and, often, shelters are not allowed to assist minors. Most young people who are homeless must, therefore, resort to illegal means of securing food and shelter. Homeless youth are truly alone.

The results and effects of homelessness on children and youth are devastating. The detrimental effects are permanent and irrevocable if the length of time is prolonged and the conditions experienced are severe. Among the most critical results for homeless children and youth are developmental delays, developmental regressions, dysfunctional social behavior, stress symptoms, and illiteracy. Homeless children are, in many cases, developmentally delayed. They do not exhibit psychomotor development commensurate with their peers, and they often exhibit delays in walking, crawling, sitting, and talking. Older children may regress in their development. These children, for example, may cease to talk or become withdrawn, cautious, or depressed, while others show an increase in "acting out" behavior, such as aggressiveness or violence.

In addition to the emotional and physical effects of homelessness, there is the growing spectre of illiteracy and a lack of basic educational skills. Irregular attendance, a lack of continuity in curriculum, and a lack of school success all contribute to the child's inability to acquire the educational skills necessary to succeed in school. Unfortunately, the cycle does not end, homeless and illiterate children, devoid of a basic education, will become the next generation of homeless individuals and families, unable to break out of the cycle of poverty and despair.

Although education is not the sole answer to the problem of homelessness, it must serve as an integral component in the efforts towards addressing this new reality. Homelessness is an educational issue when it touches the lives of America's children and youth.

A State Perspective

New Mexico, despite its rural atmosphere, is not devoid of the growing crisis of homelessness. Homeless children and youth exist within its borders. While New Mexico's homeless population may be less visible, it exists in significant numbers and it is increasing.

Peter Marin (1988), a researcher and author on the homeless, reports that homeless people in the Southwest are doubling-up or living in accomodations unsuited for human habitation. "Families, themselves impoverished, are trying to pick up the slack and take in homeless relatives. In addition, because of the open spaces here (New Mexico), many homeless disappear into the countryside, where they can build shacks on uninhabited parcels of land."

While the conditions addressed by Marin exist in New Mexico, no statewide agency has, until recently, addressed the need for the collection of information on this population. Further, while service providers and governmental agencies are cognizant of the problems of homeless children and youth, New Mexico lacked a strategy for coordinating efforts among existing service providers. These deficiencies are beginning to be addressed through the Interagency Task Force on the Homeless.

Through the efforts of the 1987 New Mexico State Legislature, an Interagency Task Force on the Homeless was created with the dual mission of gathering information concerning homelessness and coordinating the activities of homeless programs in New Mexico. Further, the Task Force was to study the causes and possible solutions to the problem. As directed in New Mexico Senate Joint Memorial 9, the Task Force was to report both findings and recommendations regarding homeless citizens. The report, "Homeless in New Mexico," was completed in January of 1989. This Task Force is comprised of all impacted state agencies, including the Department of Human Services, the State Department of Education, the Department of Health and Environment, Department of Labor, the State Housing Authority, and the State Veterans' Service Commision.

To assist the New Mexico State Department of Education in its efforts towards assessing the educational needs of homeless children, the Department applied for and received funds under Title VII of the Stewart B. McKinney Homeless Assistance Act.

These federal funds provided for the establishment of an Office of the Coordinator for the Education of Homeless Children and Youth within the New Mexico State Department of Education. Under P.L. 100-77, the State is mandated to gather information concerning homeless children and youth. Therefore, in an effort to combine the federal mandate and the expressed concerns of the people and legislators of New Mexico, the State Department of Education undertook information-gathering activities on the education of homeless children and youth.

Stewart B. McKinney Homeless Assistance Act

Under the the Stewart B. McKinney Homeless Assistance Act, it was the intent of Congress that -

- "Each State educational agency assures that each child of a homeless individual and each homeless youth have access to a free, appropriate public education consistent with the State school attendance laws; and

- In any State that has a residency requirement as a component of its compulsury school attendance laws, the State reviews and undertakes steps to revise such laws to assure that the children of homeless individuals and homeless youth are afforded a free and appropriate public education."

As defined under Section (a)(1)(2) of the McKinney Act, a homeless individual is one who:

A. Lacks a fixed, regular, and adequate residence or
B. Has a primary nighttime residence that is:
    1. A supervised publicly or privately operated shelter designed to provide temporary living accomodations.
    2. An institution that provides a temporary residence for individuals institutionalized (Prison inmates are not included).
    3. A public or private place not designed for, or ordinarily used as, accomodations for human beings.

This definition has been further clarified by the U.S. Department of Education to include families who are "doubling up" for economic reasons. These families, without the support of friends and relatives, would become the visible, instead of the hidden homeless.
The definition also includes families or youth residing or sleeping in places which lack even the fundamental necessities of running water, heat, electricity, and sanitation facilities.

This definition further includes young persons who are no longer living with their families (i.e. throwaways or runaways), but are living with friends or relatives for an indefinite period of time without provisions for guardianship or legal custody. Homeless youth are also those young people found in public or private youth shelters.

METHODOLOGY

Development of Survey Instrument

The New Mexico Department of Education utilized the survey method to collect data on the education of homeless children and youth. Possible alternatives considered included telephone surveys and the gleaning of information from other agencies and shelters; however, these alternatives were rejected on the grounds that the gathered data might prove insufficient and/or inconsistent. It was felt that a written survey would supply the Department with the most consistent and comprehensive data in meeting its needs.

Once the survey type had been selected, the Education Consultant for Homeless Children and Youth travelled to several sites throughout the state to meet with those persons engaged in providing services to the homeless. Regional meetings were also conducted with school districts and agencies at which sample surveys were reviewed and suggestions given for the development of the Department's survey.

The New Mexico survey, in 'rough draft' form, was shared with the New Mexico Advisory Committee for the Education of Homeless Children and Youth. This committee reviewed, revised and recommended the addition of questions not mandated by the Stewart B. McKinney Act, but necessary to concerned agencies and public educators.

The major reason for the solicitation of community and school input into the writing of the survey was obvious: The Department attempted to ensure that the survey was sensitive to the concerns and issues related to gathering data on the homeless. For example, community members and school personnel strongly suggested that the names of homeless individuals not be reported to the Department. Responding to these suggestions, the Department of Education assimilated these changes into the development of the survey instrument.

Time Parameters for Survey

Copies of the final survey instrument were mailed to various agencies and all school districts on November 21, 1988. The survey period was limited to a two-week period: November 27, 1988 -

December 8, 1988. The rationale for the shortened timeframe was to demonstrate a 'window in time' which would capture numbers and characteristics of the homeless population in New Mexico within a given period of time.

Distribution of Instrument

Surveys were sent to all known agencies and organizations involved with homeless or displaced individuals. In addition, all schools within each district were sent surveys. In total, seven hundred and fifty five (755) surveys were distributed by the Department. (The survey instructions and the survey are included in Appendix A.)

Survey Respondents

As of January 12, 1989, the Department had received information from 532 out of 653 surveys or eighty-one percent (81%) of the schools in New Mexico. Sixteen (16) out of one hundred and two (102) or sixteen percent (16%) of the agencies also responded.

Difficulties in Identification

Many problems surfaced throughout the process of gathering information. These problems can be grouped into three categories: Characteristics of the targeted population; uneven commitment level of the respondents; and the definition of homeless individuals, all further described below:

- Characteristics of the Targeted Population.

  The population is mobile, sometimes hidden from governmental contacts, and is often reluctant to be counted and identified (particularly homeless families). As stated in New Mexico's Senate Joint Memorial 9: Report of Findings and Recommendations, "...there is a growing group of homeless persons who will try to avoid detection at all costs: homeless families with children. Although families with children are the second most rapidly growing group of homeless persons in this country, and children under six are the most rapidly growing group of homeless of all, they are extremely reluctant to be identified and to come forward for

services. These families are afraid that if they disclose their homelessness their children will be taken away from them."

- Definition of Homeless Individuals.

  The definition given under the Stewart B. McKinney Assistance Act lacks adequate detail to ensure a universal understanding by survey participants. The Department attempted to provide clarification in its survey; however, confusion was still expressed by some respondents. One difficulty with the definition was its implicit urban context in defining homelessness. The United States Department of Education definition needs refinement and specific examples cited so that it is not open to interpretation or misinterpretation.

- Commitment of Respondents.

  The accuracy and integrity of the information offered in the State Department of Education's survey was dependent upon the commitment of the persons asked to report the information. For example, some school districts exerted a great deal of effort in acquiring the information by directing school nurses and secretaries to search all pertinent files. Others used liaisons and outreach workers to canvas the school district's boundaries. Another school district reviewed suspected childrens' living arrangements and sought reasons for those arrangements. A few school districts attempted to verify their data from several sources. These districts also indicated that their reported numbers were conservative because they had not tapped all available resources in acquiring the information.

  On the other extreme of the data-gathering spectrum, some school districts simply stated that this survey did not apply to the children whom they serve. In these cases, minimum or no effort was expended. Given the skewed responses by the survey's participants, it is likely that the survey results underrepresent the status of homeless children and youth in New Mexico.

RESULTS

Overview

The survey results are a compilation of the data received from public and private agencies and the schools districts. The predominant source of information was from the schools (81%). This information was gathered from and verified by a number of sources from within and outside the schools. The sources included school nurses, school counselors, teachers, principals, secretaries, instructional assistants, cafeteria workers, attendance officers, parents, youth counselors, community outreach workers, shelter directors, police and various state and local agencies.

The results presented in the following fourteen tables comprise the numerical findings of the returned surveys. A narrative accompanies each table with explanations provided to clarify the reported numbers.

Given the acquisition and identification difficulties (e.g. time parameters, uneven commitment by respondents, and less than one hundred percent response rate), the numbers reported in the survey can be considered a conservative estimate of the actual number of homeless children and youth in New Mexico. Although the counts can be considered conservative, they are, nonetheless, substantial. Viewed within the context of the total school population in New Mexico, the overall percentage of homeless children and youth was identified at 2.37%.

Table 3 depicts the number of homeless by county. These numbers were presented by counties in order to show statewide distribution since New Mexico has many rural and unincorporated areas. The results showing the number of homeless by county does, however, require further explanation. The reader should be aware that the numbers presented do not represent the entire picture, since certain districts and agencies within a county did not respond to the survey.

As one will surmise from the data, the largest numbers of homeless children and youth appear in Bernallilo and Dona Ana Counties. Bernalillo County is the first largest county with a population of 419,700; Dona Ana County is the second largest county with a population of 96,340. These two counties comprise approximately sixty percent (60%) of the total number of identified homeless

children and youth. The problem, however, is not confined to these two counties. Substantial numbers from all sectors of the state were reported when viewed within the context of per capita populations.

Although under the Stewart B. McKinney Act, the Department was not expected to collect information on children of preschool age, public and private agencies expressed a desire to initiate the gathering of data in this area. The results reported separate the actual and estimated counts in this area in order to provide a realistic statistical picture; however, all districts and agencies that gave estimated counts indicated that their figures were conservative.

In conclusion, these results are a testament to the severity and scope of the problem of homelessness. Homeless children and youth can be found in most communities in New Mexico, and it affects a significant portion of our children and youth.

TABLES 1-14

TABLE 1: HOMELESS PRESCHOOL CHILDREN

Under the McKinney Act, the U.S. Department of Education is not required to collect information concerning preschool age children (0 to 4 years old); however, national trends indicate that one of the fastest growing homeless populations are children in this age range. Table 1 below presents the survey results collected concerning preschool age children in New Mexico.

Number of Actual and Estimated Preschool Homeless	
Actual Preschool Children	149
Estimated Preschool Children	913
TOTAL	1062

Table 1

TABLE 2: HOMELESS CHILDREN BY GRADE LEVEL

According to survey respondents, the number of homeless children (as defined by the Stewart B. McKinney Act) by grade, is indicated in Table 2 below.

GRADE LEVELS	*TOTAL*
Elementary (K-6)	2627
Mid/Jr. High (7-9)	1456
High School (10-12)	2191
TOTAL	6274

Table 2

TABLE 3: HOMELESS CHILDREN BY COUNTIES

New Mexico is a rural state with municipalities dispersed over a wide geographic area. For this reason the New Mexico State Department of Education decided to present data by county rather than by agency or municipality. Please note that some counties do not reflect a homeless population; therefore, a zero (0) on Table 3 either indicates "no response from the school district", or "zero reported homeless persons".

County	Elementary	Mid/Jr. High	High School	Total
Bernalillo	554	600	1217	2371
Catron	0	0	0	0
Chaves	79	9	4	92
Cibola	0	3	5	8
Colfax	1	2	7	10
Curry	12	2	10	24
Doña Ana	706	201	259	1166
Eddy	65	44	68	177
Grant	0	0	18	18
Guadalupe	0	0	0	0
Harding	3	2	4	9
Hidalgo	0	0	0	0
Lea	223	106	102	431
Lincoln	0	0	9	9
Los Alamos	8	0	25	33
Luna	40	14	6	60
McKinley	267	266	110	643
Otero	45	6	66	117
Quay	24	3	19	46
Rio Arriba	42	38	55	135
Roosevelt	17	7	4	28
San Juan	128	57	32	217
San Miguel	9	2	7	18
Sandoval	31	7	4	42
Santa Fe	39	8	43	90
Sierra	100	19	16	135
Socorro	36	14	12	62
Taos	71	39	31	141
Torrance	61	5	5	71
Union	0	0	0	0
Valencia	66	2	53	121
TOTAL	2627	1456	2191	6274

Table 3

TABLE 4: STATEWIDE PERCENTAGES OF THE HOMELESS POPULATION

The following figures are based upon Attendance Daily Membership (ADM) for the first 40 days of the 1988-1989 school year. Because of the separate and unleveled method of reporting special education students, these students were not included in these counts. Presently, there are no national percentages available with which to compare New Mexico's percentages.

	Elementary	Mid/Jr. High	High School	Total
State-wide	148,344	61,791	54,816	264,951
Homeless	2627	1456	2191	6274
Percent Homeless	1.77%	2.36%	4.0%	2.37%

Table 4

TABLE 5: HOMELESS CHILDREN BY ETHNICITY

According to survey respondents, the number of homeless children and youth identified by ethnicity is indicated in Table 5 below. Unfortunately, not all of the agencies and school districts reported the information for the following reasons: 1) Ethnicity was not indicated on in-take forms; 2) Agencies did not want to ask clients; and 3) Agencies and some school districts opted not to report this information on the survey.

ETHNICITY	TOTAL
Anglo	1120
Black	175
Hispanic	2130
Native American	676
Other	7
TOTAL	4108

Table 5

TABLE 6: HOMELESS CHILDREN BY TYPE OF HOUSING

Table 6 demonstrates the number of homeless children by the type of housing in which they are currently reside. This information was requested in the survey to attempt to assess the types of accommodations currently used by homeless people.

HOUSING TYPE	*TOTAL*
Publicly Operated Shelter	388
Privately Operated Shelter	694
Relatives or Friends	3290
Subhuman Accommodations	546
Crash Pads	1200
Other	40
TOTAL	6158

Table 6

The category, "Sub-human Accommodations", as defined under the Stewart B. McKinney Act, is a public or private place not designed for, or ordinarily used as, a regular sleeping accomodation for human beings. This category includes families or youth who are sleeping in cars, tents, pick-up truck beds, makeshilft campgrounds, and barns. It also includes houses or shacks which have no electricity, no heat, no running water, and no sanitation facilities. This type of housing is considered abandoned because it lacks all facilities which make the housing adequate for human habitation.

The number given for crash pads (1200) is a conservative estimate supplied by the Albuquerque Public Schools. The district reported that a number of their high school age population can be considered either throwaways or runaways. Accurate counts are unavailable because these students do not want to be identified.

TABLES 7 & 8: HOMELESS CHILDREN NOT ATTENDING SCHOOL BY TYPE OF HOUSING USED

Tables 7 and 8 present the numbers reported by the respondents on the number of homeless not attending school by grade and by housing used.

GRADE LEVEL	TOTAL
Elementary (K-6)	114
Mid/Jr. High	47
High School	200
TOTAL	361

Table 7

HOUSING	TOTAL
Publicly Operated Shelter	5
Privately Operated Shelter	84
Relatives or Friends	231
Subhuman Accommodations	32
Shacks	2
Other	7
TOTAL	361

Table 8

This area of information was difficult for the school districts and agencies to ascertain. If the child or youth is within the school district's boundaries, he/she is required to attend school. If the district is cognizant of the child's or youth's presence, school officials are charged with the responsibility of making every effort to enroll and serve the educational needs of that child or youth. Further, all shelters, public or private, require their clients to enroll their children in school. Anecdotal evidence, however, indicates that some homeless families avoid contact with all governmental agencies for fear of having their children taken from them. An alternate method of compiling this information is needed.

TABLE 9 AND 10: SCHOOL PROBLEMS RELATED TO HOMELESSNESS

As stated in the introduction, homeless children and youth experience various school-related difficulties. Retention and attendance difficulties were the two most prevalent problems reported by respondents as indicated by tables 9 and 10.

RETENTION

Number of Homeless Children Retained One Year or More	
GRADE LEVEL	***TOTAL***
Elementary (K-6)	467
Mid/Jr. High	221
High School	397
TOTAL	1085

Table 9

Many districts commented that the information concerning retention was fragmentary since homeless children tend to be mobile and past records, if available, do not appropriately reflect these childrens' past educational histories.

ATTENDANCE

Number of Homeless Children with School Attendance Problems	
GRADE LEVEL	***TOTAL***
Elementary (K-6)	1078
Mid/Jr. High	924
High School	1646
TOTAL	3648

Table 10

School attendance problems were defined as missing one or more school days during the two-week survey period. Calculated at a minimum of one out of ten days, the numbers shown in this table represent a 10% absenteeism rate.

TABLE 11: REASONS FOR ATTENDANCE PROBLEMS

Under the McKinney Act, The U.S. Department of Education did not require information concerning the attendance problems of homeless children. The New Mexico State Department of Education did ask, however, for information concerning attendance problems in its survey, and the results indicate the following major reasons.

Ranking of Reasons for Attendance Problems
of the Homeless Students in School

Lack of School Success	1173
High Mobility	673
Reasons Unknown	338
Counseling	279
Parents Keeping Students Out-of-School	181
Babysitting for Siblings	180
Lack of Transportation	158
Difficulty with School Records	143
Lack of Appropriate Clothing	114
Student Unwilling to be Identified as Homeless	49
Other	47
Lack of Adequate Bathing Facilities	44
Parents Uninformed About School	35
Lack of Immunization Records	35
Students Unwilling to Attend School	20
Lack of Immunizations	18

Table 11

- Lack of School Success. Failure in school and poor attendance is a downward spiral experienced by many homeless children. Attendance affects performance, and performance affects attendance. Due to the emotional, social, and physical strain of being homeless, students become less able to succeed in the school environment.

- High Mobility. Continuity of instruction and a social environment in a child's education are critical factors in his/her success. An economic situation that necessitates continual movement from place to place and/or displacement negatively impacts upon the child's attendance and school success.

- Reasons Unknown. School districts who did not know the reasons for the attendance problems stated so in the survey.

- Lack of Counseling. Several districts expressed the belief that these children and youth are in great need of counseling. The respondents interpreted counseling in its broadest sense, as child advocates or as providing an adult as a positive role model for these children. The survey did not list lack of counseling as a reason for poor attendance, but the respondents specified it under the "Other" category.

- Lack of Transportation. While most districts make every effort to transport homeless students to school, some respondents still report lack of transportation as a reason for poor attendance. Because these students are mobile, sometimes bus routes do not keep pace with the changing locations.

- Babysitting for Siblings. Families unable to provide daycare for the youngest members of a homeless family must sometimes rely on the older children to provide this necessary service.

TABLE 12: REASONS FOR HOMELESS CHILDREN NOT ATTENDING SCHOOL

In comparing tables 9 and 10, one can see many similarities in the results. It is likely that the reasons for students experiencing attendance difficulties may eventually become the reasons for homeless children and youth not attending school.

Ranking of Reasons why Homeless Students Are Not in School

Lack of School Success	157
High Mobility	31
Reasons Unknown	18
Babysitting for Siblings	15
Lack of Transportation	13
Students Unwilling to Attend School	12
Lack of Appropriate Clothing	11
Parents Keeping Students Out-of-School	6
Lack of Adequate Bathing Facilities	5
Student Unwilling to Be Identified as Homeless	4
Parents Uninformed About School	3
Lack of Immunizations	0
Difficulty with School Records	0
Lack of Immunization Records	0

Table 12

Five out of the first seven reasons given for students not attending school are the same reasons given for students experiencing attendance difficulties: Lack of School Success, High Mobility, Reasons Unknown, Babysitting for Siblings, and Lack of Transportation. One of the additional reason given for nonattendance was that students were unwilling to attend school. The category, "Students Unwilling to Attend School", was included by the respondents.

TABLE 13: BASIC NEEDS OF HOMELESS CHILDREN

The purpose of this survey question was to solicit information on the overall needs of homeless children and youth, in contrast to their specific educational needs of these students as identified in Table 14.

Ranking of Basic Needs of the Homeless Students

Tutorial Services	602
Alternative Instruction	513
Clothing	501
Food Services	492
Community Liason Services	422
School Supplies	398
Shelter	377
Substance Abuse Counseling	293
Health-related	289
Combination of these Services	252
Supervised Recreation	246
Day Care for Younger Siblings	238
Recreational Supplies	232
Other	154
Parental Supervision 55	
Counseling	41
Immunizations	30

Table 13

Surprisingly, educational needs, "Tutorial Services" and "Alternate Instruction", surpassed even the most fundamental needs of shelter, food, and clothing. These results may reflect the biases of the respondents.

TABLE 14: EDUCATIONAL NEEDS OF HOMELESS CHILDREN

The survey identified and prioritized the following educational needs of homeless children and youth described in table 14. Following this table is an explanation of each need identified.

Ranking Educational Needs of Homeless Children and Youth

Combination of Services	1245
Complete High School: Diploma or GED	902
Basic Literacy	882
Remedial Programs	755
Parenting Classes	503
Basic English Skills (ESL)	468
Vocational Training	334
Basic Math	330
Other	191

Explanation

- Combination of Educational Services. The highest ranking item on the survey was constructed by the respondents themselves. The rationale given for combining educational services was the strong perception by school personnel and agencies that the educational needs of homeless children and youth encompass many instructional areas and that the educational solutions to the education of homeless students necessitate an integrative approach.

- Complete High School: Diploma or GED. In this respect, New Mexico reflects the national concern of the growing number of young people who are not completing their secondary education.

- Basic Literacy. It has been theorized that illiteracy may be a significant contributing factor to homelessness in this country. Judging from the results, agencies and school districts alike find basic literacy skills a definite educational need in New Mexico. Basic literacy can be defined as the ability to read and write at a level which enables a person to successfully function within society.

- Remedial Programs. As evidenced in the number of homeless students who are dropping out of school or who are experiencing attendance problems, remedial programs are also a high priority. Remedial programs would facilitate the acquisition of skills necessary for academic success.

- Parenting Classes. Homeless families experience various stresses. Physical discomfort, irregular eating opportunities, and lack of appropriate clothing and bathing facilities are but a few of the everyday problems. These difficulties can lead to an inordinate strain on the family unit. Many homeless families are or become dysfunctional during the course of their ordeal. Parenting classes and family counseling would help the family regain some of its stability and nurturing roles.

- Basic English Skills (ESL). Because of New Mexico's proximity to Mexico and the number of Native New Mexicans (i.e. Hispanics and Native Americans) whose second language is English, English as a Second Language (ESL) instruction is another need of high priority. One could reasonably argue that ESL should and could be included in any combination of basic educational services to homeless children and youth.

CONCLUSIONS AND RECOMMENDATIONS

As a result of the reported findings and public concern, the New Mexico State Department of Education will develop, prepare, and implement a State Plan for the Education of Homeless Children and Youth. The State Plan will attempt to address the concerns signaled by the results of this survey.

CONCLUSIONS

Conclusion #1

The reported survey numbers are substantive and significant in the context of the total school population of New Mexico. The percentage of homeless children and youth was identified at 2.37% of the school population.

Conclusion #2

The Survey results are considered a conservative estimate of the extent and scope of the problem of homelessness in New Mexico. The conditions from which this conclusion is drawn is based upon the less than one hundred percent response rate, the uneven commitment of the respondents, and the characteristics of the homeless population which render them difficult to count. The Department suggests, therefore, that not all homeless children and youth were counted in this survey and may under represent the targeted population in New Mexico.

Conclusion #3

There are no generally accepted national percentages of homeless children and youth. If such an accepted national percentage were available, a state could compare percentages based on national figures. Such a comparison would aid in the determining the accuracy of the survey.

RECOMMENDATIONS

The following recommendations have been divided into two categories: future informational needs and activities of the Office of the Coordinator for the Education of Homeless Children and Youth at the New Mexico State Department of Education.

RECOMMENDATIONS - INFORMATIONAL NEEDS

Recommendation #1

The next survey should include a comprehensive federal definition of homeless children and youth. This definition should include examples and circumstances which are relevant to rural states, like New Mexico.

Recommendation #2

Items within the survey need to be defined in the body of the survey so that all respondents understand the information being requested. For example, what is included under remedial programs? Or how does one define basic literacy?

Recommendation #3

The needs section should include a place for the respondents to comment upon primary, secondary, and tertiary needs of homeless children and youth. Several respondents commented that homeless students' needs encompass many of the listed services; however, respondents wanted the opportunity to list more than one area of need.

Recommendation #4

The following steps would ensure a comprehensive count for the next survey:

- The Department should develop a list of all service providers by county and school boundary;
- The Department should include a list of all service providers by district;
- The Department should request that the school districts cross reference their information with the listed service providers.

Recommendation #5

The Department should require the completion of a comprehensive survey on the Education of Homeless Children and Youth as part of the application for flow-through funds, when and if such funds become available.

RECOMMENDATIONS - THE OFFICE OF THE COORDINATOR FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

Recommendation #1

The Coordinator should disseminate survey information to all participating agencies, the New Mexico Board of Education, the Interagency Task Force on the Homeless, and the members of the New Mexico Advisory Committee for the Education of Homeless Children and Youth.

Recommendation #2

The Coordinator should utilize the survey information in the development and the implementation of the State Plan. The provided information should become the basis of any activities described in the State Plan.

Recommendation #3

The Coordinator should seek state and federal assistance in an effort to continue and expand the work of the New Mexico Office of the Education of Homeless Children and Youth which is based upon the needs demonstrated in this survey.

Appendix A

STATE OF NEW MEXICO

DEPARTMENT OF EDUCATION – EDUCATION BUILDING

SANTA FE, NEW MEXICO 87501–2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

November 18, 1988

TO: Federal Program Directors, Agency Directors, and Other Organizations Participating in Homeless Survey

FROM: Ralph P. Paiz, Director

SUBJECT: Instructions for Completing Homeless Survey

****

The following instructions and definitions are provided to aid in the completion of the survey concerning the Education of Homeless Children and Youth. PLEASE SHARE THESE INSTRUCTIONS WITH THOSE INDIVIDUALS WHO ARE COMPLETING THE SURVEY.

- The school districts have been sent survey copies for each building-level administrator and for the federal projects director. The federal projects director will disseminate surveys and gather information from their respective principals. The federal projects director will send a cumulative count to the State Department of Education.
- Agencies have been sent one survey copy to compile for their organization. If the targeted agency admisters more than one organiztion, the agency can make copies for each organization. The agency's director will send a cumulative count to the State Department of Education.
- As defined under Section (a)(1)(2) of the McKinney Assistance Act, a homeless individual is one who:

  A. Lacks a fixed, regular, and adequate residence or
  B. Has a primary nighttime residence that is:
     1. A supervised publically or privately operated shelter designed to provide temporary living accomodations.
     2. An institution that provides a temporary residence for individuals institutionalized (prison inmates not included).
     3. A public or private place not designed for, or ordinarily used as accomodations for human beings (e.g., cars, abandoned buildings, parks, streets, etc.)

- There have been many questions concerning specifically what individuals are covered under this definition. The three most frequent queried cases in New Mexico will be addressed here. First, families that are 'doubling up' for economic reasons are considered homeless under this defintion. Second, young persons who are no longer living with their families, but are living with friends or relatives for an indefinite period of time are considered homeless under this definition. Third, families or youth who are living in abandoned buildings (i.e.

buildings with no sanitation, running water, electricity and heat) are considered homeless under this defintion.

- Counts should be taken during the designated survey period:

  November 27, 1988 through December 8, 1988.

- Surveys should be sent to the following address by December 13, 1988:

Toni Trujillo, Coordinator
Education of Homeless Children and Youth
New Federal Programs Unit
Education Building
Santa Fe, NM 87501-2786
(505) 827-6648

Your help in assisting the New Mexico State Department of Education in complying with the Stewart B. McKinney Assistance Act, PL 100-77, is greatly appreciated. This information will help us gain awareness on the severity and scope of the problem in our state. We will send a copy of the compiled data to all survey participants.

Thank you.

tt:RPP

DATA SHEET ON THE EDUCATION OF THE HOMELESS

Person completing survey: _____
Title: _____
District or Agency: _____
Address: _____
City: _____
County: _____
State and Zip: _____
Telephone: _____

****

WHEN COMPLETING THIS SURVEY PLEASE REFER TO THE DEFINITION OF HOMELESS CHILDREN AND YOUTH DELINEATED ON THE INSTRUCTIONS.

****

Identify sources of your information (Check appropriate sources):

Teachers	_____	Case workers	_____
Parents	_____	Nurses	_____
Counselors	_____	Other (Specify) _____	_____

****

I. List the numbers of homeless children and youth within your agency or district according to school-level groups listed below.

Elementary (K-6) _____
Middle/Jr. High (7-9) _____
High School (10-12) _____

****

II. Of the students you have identified in Section I, list the numbers of children and youth according to the location of their housing (NOTE: the total number of children should equal the total number in Section I).

Publically-operated shelters _____
Privately-operated shelters _____
Relatives or friends ('doubling up') _____
Accomodations not normally used by human beings _____
Other (Specify) _____ _____

****

III. Of the students you have identified in Section I, list the numbers of homesless children and youth who have been retained in one or more grades.

Elementary (K-6) _____
Middle/Jr. High (7-9) _____
High School (10-12) _____

IV. Of the students you have identified in Section I, list the numbers of homeless children and youth who have experienced attendance difficulties (i.e. absent one or more days per week) according to school-level groups listed below.

Elementary (K-6) _____
Middle/Jr. High (7-9) _____
High School (10-12) _____

****

V. Of the students you have identified in Section I, list the numbers of homeless children and youth according to their ethnicity (NOTE: the total number of children should equal the total number in Section I).

Anglo _____ Hispanic _____ Other (Specify)
Black _____ Native American _____ _____ _____

****

VI. List the numbers of homeless children and youth within your agency or district not attending school according to school-level groups listed below.

Elementary (K-6) _____
Middle/Jr. High (7-9) _____
High School (10-12) _____

****

VII. Of the students you have identified in Section VI, list the numbers of children and youth according to the location of their housing (NOTE: the total number of children should equal the total number in Section VI).

Publically-operated shelters _____
Privately-operated shelters _____
Realtives or friends ('doubling up') _____
Accomodations not normally used by human beings _____
Other (Specify) _____ _____

****

VIII. Either list or estimate the number of homeless children of preschool age (0-4 yrs.) in your agency or district.

Actual count _____
Estimated count _____

IX. Identify and list the reasons for homeless children not attending school regularly (NOTE: the total number of children should equal the total number in Sections IV and VI).

	Section IV	Section VI
High mobility	_____	_____
Lack of transportation	_____	_____
Lack of immunizations	_____	_____
Lack of immunization records	_____	_____
Parents lack information about schools	_____	_____
Difficulty with school records	_____	_____
Students unwilling to be identified as homeless	_____	_____
Parents keep students out of school	_____	_____
Lack of school success	_____	_____
Students are babysitting siblings	_____	_____
Lack of appropriate clothing	_____	_____
Lack of appropriate bathing facilities	_____	_____
Other (Specify) _____	_____	_____

****

X. Identify and list the needs of the homeless children that you serve (NOTE: the total number of children should equal the total number in Section I).

Community liason services (e.g. child advocate)	_____
Tutorial services	_____
Alternative instruction	_____
School supplies	_____
Recreational supplies (e.g. games, equipment)	_____
Supervised recreation	_____
Day care for younger siblings	_____
Food services	_____
Health-related	_____
Immunizations	_____
Clothing	_____
Substance abuse counseling	_____
Other (Specify)_____	_____

XI. Identify and list the educational needs of the homeless children that you serve (NOTE: the total number of children should equal the total number in Section I).

High school completion (GED or diploma)	_____
Basic literacy	_____
Basic English skills (ESL)	_____
Basic math	_____
Vocational training	_____
Parenting classes	_____
Remedial programs _____	
Other (Specify)_____	_____

Appendix B

RESPONDENTS BY SCHOOL DISTRICTS

Alamogordo Public Schools
Albuquerque Public Schools
Belen Consolidated Schools
Bernalillo Public Schools
Capitan Municipal Schools
Carlsbad Municipal Schools
Carrizozo Municipal Schools
Central Consolidated Schools
Chama Valley Independent Schools
Cimarron Public Schools
Clayton Public Schools
Cloudcroft Municipal Schools
Cobre Consolidated Schools
Corona Municipal Schools
Deming Public Schools
Des Moines Municipal Schools
Dexter Consolidated Schools
Dulce Independent Schools
Elida Municipal Schools
Espanola Municipal Schools
Estancia Municipal Schools
Eunice Municipal Schools
Farmington Municipal Schools
Floyd Municipal Schools
Gadsden Independent Schools
Grady Municipal Schools
Gallup-McKinley County Public Schools
Hatch Valley Municipal Schools
Hobbs Municipal Schools
Jemez Mountain Schools
Jemez Springs Municipal Schools
Lake Arthur Municipal Schools
Las Cruces Public Schools
Las Vegas City Public Schools
Las Vegas West Public Schools
Lordsburg Municipal Schools
Los Alamos Public Schools
Los Lunas Public Schools
Loving Municipal Schools
Lovington Public Schools
Magdalena Municipal Schools
Maxwell Municipal Schools
Melrose Public Schools
Mesa Vista Consolidated Schools
Moriarty Municipal Schools
Mosquero Municipal Schools
Pecos Independent Schools
Penasco Independent Schools
Pojoaque Valley Public Schools
Portales Municipal Schools
Quemado Independent Schools
Questa Independent Schools
Raton Public Schools
Reserve Independent Schools
Roswell Independent Schools
Roy Municipal Schools
San Jon Municipal Schools
Santa Fe Public Schools
Silver Consolidated Schools
Springer Municipal Schools
Taos Municipal Schools
Tatum Municipal Schools
Texico Municipal Schools
T or C Municipal Schools
Tucumcari Public Schools
Vaughn Municipal Schools

RESPONDENTS BY SERVICE PROVIDERS

NAME OF AGENCY	*COUNTY*
Amistad	Bernalillo
Barrett House	Bernalillo
Chaves County CAP	Chaves
Eastern Navajo Agency	McKinley
Family Crisis Center	San Juan
Home for Women and Children	San Juan
Option Inc.	Hobbs
Peanut Butter and Jelly	Bernalillo
Ramah Navajo Agency	Cibola
Recreation, Health, & Occupational Center	Bernalillo
Roswell Girls Club, Inc.	Chaves
San Juan Emergency Shelter	San Juan
Santa Fe Community College Child Care Resource and Referral	Santa Fe
The Shelter	Curry
Youth Development Inc.	Bernalillo
Youth Shelter & Family Services	Santa Fe

REFERENCES

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McChesney, K. 1986. Families: The New Homeless. Los Angeles, CA: The Family Professional.

New Mexico Human Services Department. 1989. Homeless in New Mexico: Report of Findings and Recommendations. Santa Fe, NM: New Mexico Human Services Department.

One Hundredth Congress: Hearings before the Select Committe on Children, Youth and Families. 1987. The Crisis in Homelessness: Effects on Children and Families. Washington, D.C.: U.S. Government Printing Office.

Public Law 100-77. 1987. Stewart B. McKinney Homeless Assistance Act. Washington D.C.: U.S. Government Printing Office.

APPENDIX B

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION – EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501-2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

Agenda

State Advisory Committee for the Education
Of Homeless Children and Youth

November 16, 1988

Introduction of Committee Members:	Roy Martinez, Taos Schools Dorian Dodson, Homeless Coordinator, HSD Edwin Bayhylle, San Juan Emergency Shelter Laurie Reiter, Cuidando Los Niños Rev. Julius Martin, Gospel Rescue Mission Representative from Hobbs Schools Ralph P. Paiz, New Federal Programs Director Toni Trujillo, Homeless Coordinator, SDE
New Mexico Survey & Instructions	Toni Trujillo
Statistical Report	Toni Trujillo
Preliminary Report to Congress	Toni Trujillo
State Plan	Discussion

Next meeting: January 17, 1988

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION – EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501–2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

Agenda

State Advisory Committee for the Education Of Homeless Children and Youth

January 17, 1989

Committee Members:	Dorian Dodson, Homeless Coordinator, HSD Roy Martinez, Taos Municipal Schools Edwin Bayhylle, San Juan Emergency Shelter Laurie Reiter, Cuidando Los Ninos Rev. Julius Martin, Gospel Rescue Mission Representative from Hobbs Municipal Schools Jerry Anderson, Albuquerque Public Schools Ralph P. Paiz, New Federal Programs Director Toni Trujillo, Homeless Coordinator, SDE
Purposes:	1. To advise the State Department of Education on issues related to the education of homeless children and youth. 2. To aid in the formulation of a State Plan which will provide for the education of each homeless child and homeless youth within the State of New Mexico.
Review of Survey Results	Toni Trujillo
Review of State Plan Outline	Toni Trujillo
Recommendations for State Plan	Committee Members
Attachments:	Draft of Homeless Survey State Plan Outline State Plan forms Copy of Stewart B. McKinney Assistance Act

APPENDIX C

STATE OF NEW MEXICO

DEPARTMENT OF EDUCATION – EDUCATION BUILDING

SANTA FE, NEW MEXICO 87501-2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

February 22, 1989

MEMORANDUM

TO: Service Providers for Homeless Families and Youth, Impacted Governmental Agencies, and All Interested Parties

FROM: Ralph P. Paiz, New Federal Programs Director RPP by TNT

SUBJECT: PUBLIC MEETINGS - PROPOSED STATE PLAN

The New Mexico State Department of Education has prepared a draft plan for the Education of Homeless Children and Youth. The proposed state plan will be reviewed during public meetings scheduled for the month of March.

HOBBS

March 6, 1989
New Mexico Junior College
Thunderbird Room
3:00 - 4:30 p.m.

ALBUQUERQUE

March 8, 1989
TVI
Business Occupational Building
Room 132
7:30 - 9:00 p.m.

LAS CRUCES

March 16, 1989
Assembly Room
Administrative Offices
Las Cruces Public Schools
4:00 - 6:00 p.m.

GALLUP

March 21, 1989
Board Room
Gallup-McKinley Public Schools
7:00 - 9:00 p.m.

If you unable to attend any of the scheduled meetings, but would like to review the proposed state plan, please contact Toni Trujillo at 827-6648.

cc: Mary Beavis
Toni Trujillo
Alfred Herrera

PUBLIC INPUT FORM
STATE PLAN
THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

Name _____
Position _____
Address _____
_____
_____
Phone _____

Would you like to be included on the mailing list for this program? __

* * * *

APPENDIX E

Subtitle B—Education for Homeless Children and Youth

SEC. 721. STATEMENT OF POLICY. 42 USC 11431.

It is the policy of the Congress that—

(1) each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws; and

(2) in any State that has a residency requirement as a component of its compulsory school attendance laws, the State will review and undertake steps to revise such laws to assure that the children of homeless individuals and homeless youth are afforded a free and appropriate public education.

SEC. 722. GRANTS FOR STATE ACTIVITIES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTH. 42 USC 11432.

(a) GENERAL AUTHORITY.—The Secretary of Education is, in accordance with the provisions of this section, authorized to make grants to States to carry out the activities described in subsections (c), (d), and (e).

(b) ALLOCATION.—From the amounts appropriated for each fiscal year pursuant to subsection (g), the Secretary shall allot to each State an amount which bears the same ratio to the amount appropriated in each such year as the amount allocated under section 111 of the Elementary and Secondary Education Act of 1965 (as incorporated by reference in chapter 1 of the Education Consolidation and Improvement Act of 1981) to the local educational agencies in the State in that year bears to the total amount allocated to such agencies in all States, except that no State shall receive less than $50,000 in any fiscal year. 20 USC 2801 note.

(c) AUTHORIZED ACTIVITIES.—Grants under this section shall be used—

(1) to carry out the policies set forth in section 721 in the State;

(2) to establish or designate an Office of Coordinator of Education of Homeless Children and Youth in accordance with subsection (d); and Office of Coordinator of Education of Homeless Children and Youth, establishment.

(3) to prepare and carry out the State plan described in subsection (e).

(d) FUNCTIONS OF THE OFFICE OF COORDINATOR.—The Coordinator of Education of Homeless Children and Youth established in each State shall—

(1) gather data on the number and location of homeless children and youth in the State, and such data gathering shall include the nature and extent of problems of access to, and placement of, homeless children and homeless youth in elementary and secondary schools, and the difficulties in identifying the special needs of such children; Schools and colleges.

(2) develop and carry out the State plan described in subsection (e); and

(3) prepare and submit to the Secretary an interim report not later than December 31, 1987, and a final report not later than December 31, 1988, on the data gathered pursuant to paragraph (1). Reports.

To the extent that reliable current data is available in the State, each coordinator described in this subsection may use such data to fulfill the requirements of paragraph (1).

(e) STATE PLAN.—

(1) Each State shall adopt a plan to provide for the education of each homeless child or homeless youth within the State which will contain provisions designed to—

(A) authorize the State educational agency, the local educational agency, the parent or guardian of the homeless child, the homeless youth, or the applicable social worker to make the determinations required under this section; and

(B) provide procedures for the resolution of disputes regarding the educational placement of homeless children and youth.

(2) Each plan adopted under this subsection shall assure, to the extent practicable under requirements relating to education established by State law, that local educational agencies within the State will comply with the requirements of paragraphs (3) through (6).

(3) The local educational agency of each homeless child or youth shall either—

(A) continue the child's or youth's education in the school district of origin for the remainder of the school year; or

(B) enroll the child or youth in the school district where the child or youth is actually living;

whichever is in the child's best interest or the youth's best interest.

(4) The choice regarding placement shall be made regardless of whether the child or youth is living with the homeless parents or has been temporarily placed elsewhere by the parents.

(5) Each homeless child shall be provided services comparable to services offered to other students in the school selected according to the provisions of paragraph (3), including educational services for which the child meets the eligibility criteria, such as compensatory educational programs for the disadvantaged, and educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meals programs.

(6) The school records of each homeless child or youth shall be maintained— Records.

(A) so that the records are available, in a timely fashion, when a child or youth enters a new school district; and

(B) in a manner consistent with section 438 of the General Education Provisions Act. 20 USC 1232g

(f) APPLICATION.—No State may receive a grant under this section unless the State educational agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require.

(g) AUTHORIZATION OF APPROPRIATIONS.—

(1) There are authorized to be appropriated $5,000,000 for each of the fiscal years 1987 and 1988 to carry out the provisions of this section.

(2) Sums appropriated in each fiscal year shall remain available for the succeeding fiscal year.

SEC. 723. EXEMPLARY GRANTS AND DISSEMINATION OF INFORMATION ACTIVITIES AUTHORIZED. 42 USC 11433.

(a) GENERAL AUTHORITY.—

(1) The Secretary shall, from funds appropriated pursuant to subsection (f), make grants for exemplary programs that successfully address the needs of homeless students in elementary and secondary schools of the applicant.

(2) The Secretary shall, in accordance with subsection (e), conduct dissemination activities of exemplary programs designed to meet the educational needs of homeless elementary and secondary school students.

(b) APPLICANTS.—The Secretary shall make grants to State and local educational agencies for the purpose described in paragraph (1) of subsection (a).

(c) ELIGIBILITY FOR GRANTS.—No applicant may receive an exemplary grant under this section unless the applicant is located in a State which has submitted a State plan in accordance with the provisions of section 722.

(d) APPLICATION.—Each applicant which desires to receive a demonstration grant under this section shall submit an application to the Secretary at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require. Each such application shall include—

(1) a description of the exemplary program for which assistance is sought;

(2) assurances that the applicant will transmit information with respect to the conduct of the program for which assistance is sought; and

(3) such additional assurances that the Secretary determines are necessary.

(e) DISSEMINATION OF INFORMATION ACTIVITIES.—The Secretary shall, from funds appropriated pursuant to subsection (f), conduct, directly or indirectly by way of grant, contract, or other arrangement, dissemination activities designed to inform State and local educational agencies of exemplary programs which successfully address the special needs of homeless students.

(f) APPROPRIATIONS AUTHORIZED.—There is authorized to be appropriated $2,500,000 for fiscal year 1988 to carry out the provisions of this section.

Reports. 42 USC 11434.

SEC. 724. NATIONAL RESPONSIBILITIES.

(a) GENERAL ACCOUNTING OFFICE.—The Comptroller General of the United States shall prepare and submit to the Congress not later than June 30, 1988, a report on the number of homeless children and youth in all States.

(b) SECRETARIAL RESPONSIBILITIES.—

(1) The Secretary shall monitor and review compliance with the provisions of this subtitle in accordance with the provisions of the General Education Provisions Act.

(2) The Secretary shall prepare and submit a report to the Congress on the programs and activities authorized by this subtitle at the end of each fiscal year.

(3) The Secretary shall compile and submit a report to the Congress containing the information received from the States pursuant to section 722(d)(3) within 45 days of its receipt.

42 USC 11434.

SEC. 725. DEFINITIONS.

As used in this subtitle—

(1) the term "Secretary" means the Secretary of Education; and

(2) the term "State" means each of the several States, the District of Columbia, and the Commonwealth of Puerto Rico.